Welcome!

California QRIS Consortium Meeting

March 2, 2017
California Agriculture Museum
9:30 a.m. – 4:00 p.m.

CA-QRIS Consortium Meeting
Today's Agenda

• 9:30 – 10:30 a.m.	Welcome & Overview
• 10:30 – 11:30 a.m.	Communications Workgroup Discussion
• 11:30 – 12:30 p.m.	CQI Pathways Workgroup Discussion
• 12:30 – 1:30 p.m.	Networking Lunch on your own
• 1:30 – 2:30p.m.	Evaluation Workgroup Discussion
• 2:30 –4:00 p.m.	Rating Matrix & Implementation Guide
• 4:00 p.m.	Closing and Adjourn

Wi-Fi password: aghistory (all in lower case)

State-level Updates

State Updates:

- Camille Maben, Executive Director, First 5 California

- Erin Gabel, Deputy Director, External and Governmental Affairs, First 5 California

- Debra McMannis, Early Education and Support Director, and Cecelia Fisher-Dahms, Administrator, Quality Improvement Office, California Department of Education

- Sarah Neville-Morgan, Deputy Director, Program Management Division, First 5 California

CA-QRIS Consortium Meeting
New *Talk. Read. Sing.* Ad

Title 5 Regulations

- Updating Chapters 19 and 19.5 of Title 5 of CA Code of Regulations

- Following the Office of Administrative Law Rule Making Process
  - o Includes public comment period

- Info at: http://www.cde.ca.gov/sp/cd/ce/dsprograms.asp

- 5 *CCR* e-mail address: eesdtitle5@cde.ca.gov

CA-QRIS Consortium Meeting
FY 2016-17 California State Preschool Program RFA

Round Two: CSPP Expansion RFA	
RFA Release:	Tuesday, January 10, 2017
Live Webinar:	Thursday, January 12, 2017
Applications Due:	Tuesday, February 21, 2017
Score Notification to Applicants:	Wednesday, March 15, 2017
Appeals Due:	Friday, March 31, 2017
Proposed Awards Announced:	Tuesday, April 11, 2017
Program Start Date:	July 1, 2017

Early Education in 2017-18 Governor's Proposed Budget

- Pauses any additional rate increases
- Intent to foster efficiencies and better align early education programs:
  - Use of electronic applications for child care subsidies (AB104)
  - Allow children with exceptional needs to fill available slots in part-day CSPP, even if families don't meet income eligibility requirements (AB104)
  - Align definition of homelessness with McKinney-Vento (AB104)
  - Allow LEAs to better align CSPP and Transitional Kindergarten programs in areas such as facility licensing, adult-to-student ratios, teacher education requirements, and program minutes

- SSPI supports overall investment in education in the Governor's Budget. However as state revenue improves and the budget process continues, supports prioritizing additional investments for Early Ed.

Budget Act of 2016 Provision that Impacts the 2017-18 QI Budget

Item 6100-194-0001, Provision 1 states:

- Funds in Schedule (12) of Item 6100-194-0001 of Section 2.00 of the Budget Act of 2015 shall be included when calculating the state's child care quality allocation as required by the federal Child Care and Development Block Grant. These funds shall apply equally towards the quality allocations in 2016–17 and 2017–18

Funds referenced are the Infant/Toddler QRIS Block Grant $24.163 million

CA-QRIS Consortium Meeting
2017-18 QI Budget

- Two (2) Stakeholder Input Sessions held
  - o CCDBG on 11/1 & QRIS on 11/14

- Per 2016-17 Budget Trailer Bill re: Quality Expenditure Plan:

  - o Draft plan submitted to DOF & Chair of Joint Legislative Budget Committee on 2/1/17
  - o New spending plan posted at: http://www.cde.ca.gov/sp/cd/re/cddadminres.asp
    - ➢ Supports QRIS
    - ➢ Maintains funding for R&Rs, LPCs, and Licensing enforcement
    - ➢ Complies with federal CCDBG Act

CCDBG System Enhancements

- Extended 2015-16 CCDBG One-time Projects:
  - Pre-service Health & Safety online modules: Progressing
  - CA R&R Data Collection Efficiency Project: Alignment of R&R data fields - progressing
  - R&R Phone Counselor online modules: Progressing
- New Preventive Health Practices Regional Network of Trainers
  - Funding distributed to selected R&Rs per region
  - UCSF submitted curriculum to EMSA

CCDBG Act Projects for 2016-17 Related to QRIS

- Developmental Screening Network
  o Train and support ASQ Trainers
  o Implement a Community of Practice to support local implementation

- Strengthening Families Network
  o Building cohort of R&R trainers

- Business Practices
  o Building online modules for family child care providers to be posted on CECO
  o Training CA Mentor Directors to reliability on the Program and Business Administrative Scales

Other One-time Projects

- Adding to the ECE Competencies
  - Coaching and Adult Learning (Advisory 1/22)

- Developing LPC Coordinators On-line Modules
- Updating:
  - I/T Program Guidelines
  - *Inclusion Works!* with a DVD
  - Alignment of Foundations w HS & CDE

- Creating:
  - Best Practices doc re: serving homeless children
  - Curriculum Review Protocol

CA-QRIS Certification Grants

- $2 M in new grants to the 10 CA-QRIS Regional Hubs

- Purpose: Financial support for observer, rater, assessor, trainer certification on CA-QRIS tools and professional development systems:
  - ERS, CLASS, ASQ & ASQ-SE, PAS and BAS
  - CPIN, CSEFEL, Desired Results, PITC, Strengthening Families, and Practice-based Coaching

- Grant period: 7/1/16 to 9/30/17

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CMIG QRIS Block Grants

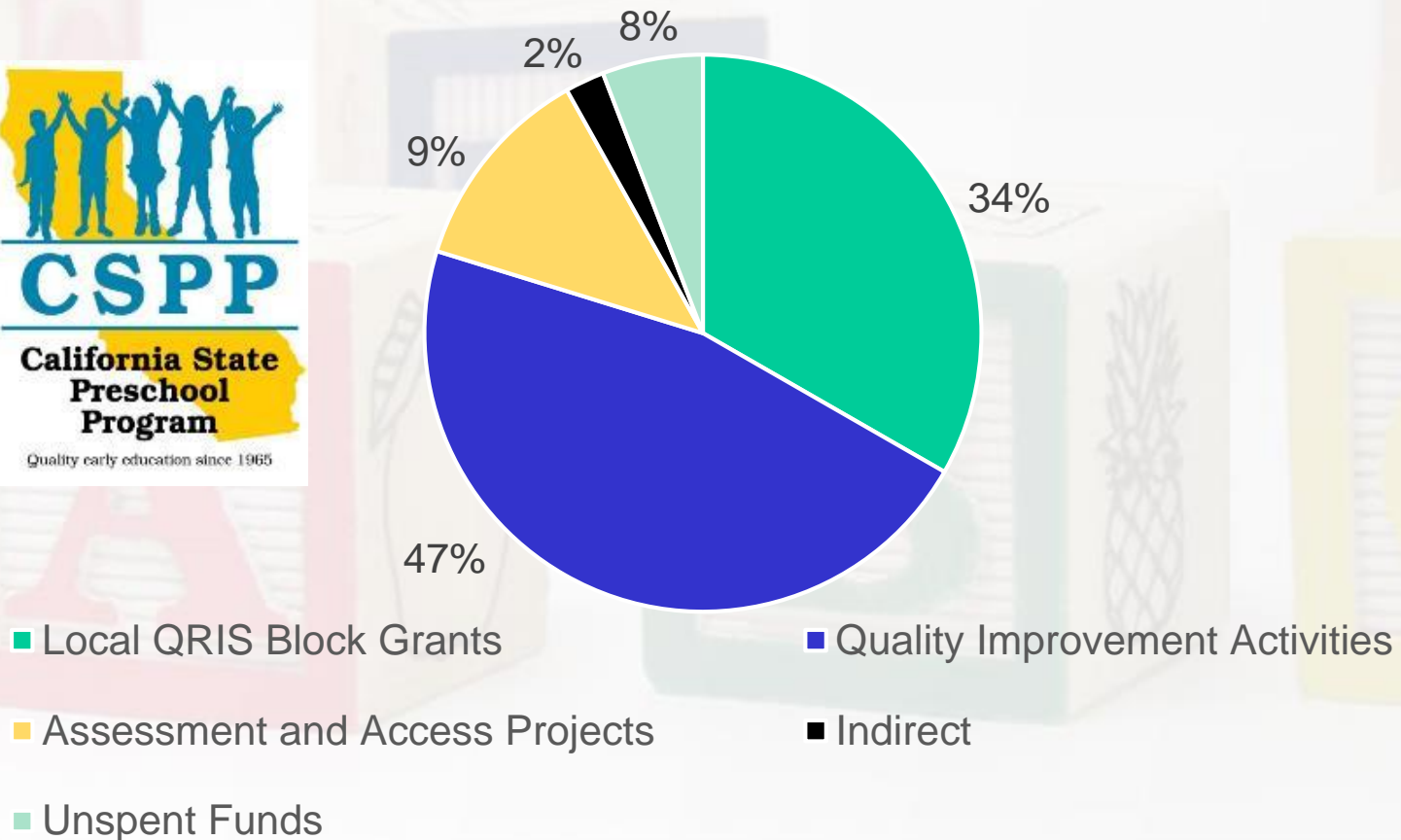- Amended CSPP QRIS BG for QRIS counties with CMIG sites
  - 20 consortia in 21 counties
  - San Diego declined

- Amount: $800,000

- Same parameters as the CSPP QRIS BG:
  - Local QRIS BGs to those rated 4 & 5
  - Quality Improvement to get to tier 4
  - Assess CMIG sites

- Period: 7/1/16 to 9/30/17

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CA-QRIS Consortium Meeting
2014-15 CSPP QRIS Block Grant

Spending by Category: Percentage

- ■ Local QRIS Block Grants
- ■ Quality Improvement Activities
- ■ Assessment and Access Projects
- ■ Indirect
- ■ Unspent Funds

2015-16 CSPP QRIS Block Grant

Percentage of Mid-year Expenditures by Category

- 42% — Local QRIS Block Grants
- 40% — Quality Improvement Activities
- 13% — Assessment and Access Projects
- 4% — Indirect
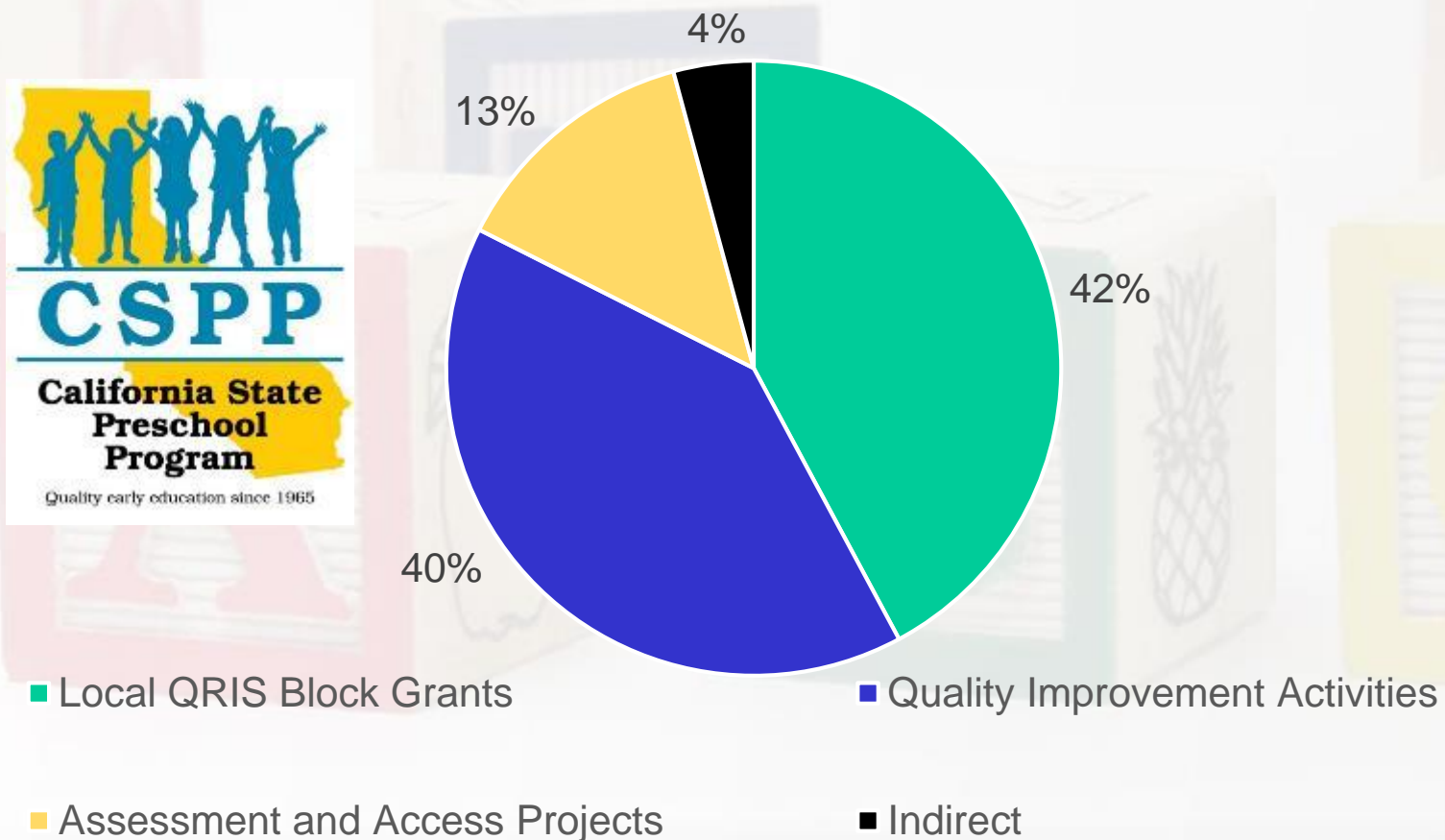
I/T QRIS Block Grant Status

- Awards extended to 9/30/17

- Mid-cycle fiscal reports under review

- Awards posted at:
  http://www.cde.ca.gov/fg/fo/r2/itqrisbg15result.asp

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EESD Resource Update

- Best Practices: Integrated Nature of Learning is posted at: http://www.cde.ca.gov/sp/cd/re/ccddpublications.asp

- CECO is functional in Spanish

- DRDP:
  - o PS Fundamental & Comprehensive views
  - o Reliability certification: shortly
  - o DRDPtech work for 2016-17:
    - ➢ Detailed Child Reports
    - ➢ Scale scores export

Training & Professional Development (PD)

- CCDBG Requirement:
  - Provide a framework/progression of training, PD, and postsecondary education
  - That is developed in consultation with the State Advisory Council

- CA's Transforming the Workforce Birth to 8 Implementation Plan:
  - ECE PL Team met 1/23/17 to begin to develop a career pathway built on previous state work

State-level System Work

Systems Building, Coordination, and Alignment

CA–QRIS: The Happiest Place in ECE

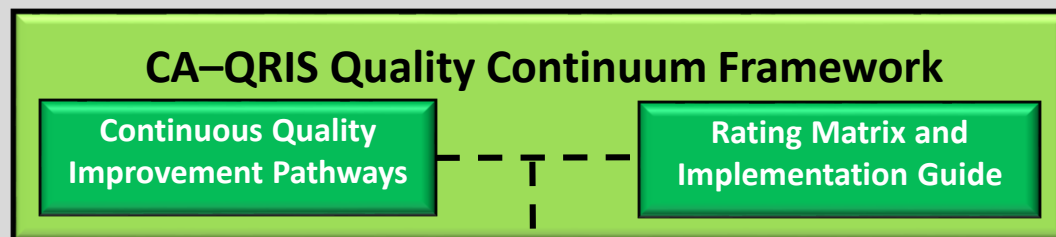# State-level System Work

- One data source for CA-QRIS: the *CA-QRIS Common Data File*

- CDE Certification Grants: support for certification on QRIS tools and resources, rolled out via the Hubs

- Shared governance across all QRIS: Shared resources and collaboration using technology (G Suite, Smartsheet, Collaboration in Common)

- Shared Annual Performance Report

- Improved coordination of assessments

California Quality Rating and Improvement System (CA–QRIS):
Raising the Quality Of Early Learning and Care For All Children!

CA–QRIS Quality Continuum Framework

Continuous Quality Improvement Pathways

Rating Matrix and Implementation Guide

CA–QRIS Consortium
(Operating a local or regional QRIS through 48 Consortia, which includes all 58 counties)

Governance

Regional Hubs

Provide coordination of T&TA to local/regional QRIS Consortia

- 10 Regions Statewide
- 3 Representatives per Region vote on changes to the CA-QRIS Framework

Workgroups

Provide input and recommendations on changes to the Framework.

- Rating Matrix
- Continuous Quality Improvement Pathways
- Evaluation
- Communications

Planning Committee

Provide input on Consortium Meeting agendas.

- Hub Regional Reps
- Representatives of organizations that are required local QRIS consortia members
- State Support Team

Membership

Membership

Leadership & Support

CA-QRIS State Support Team

First 5 California

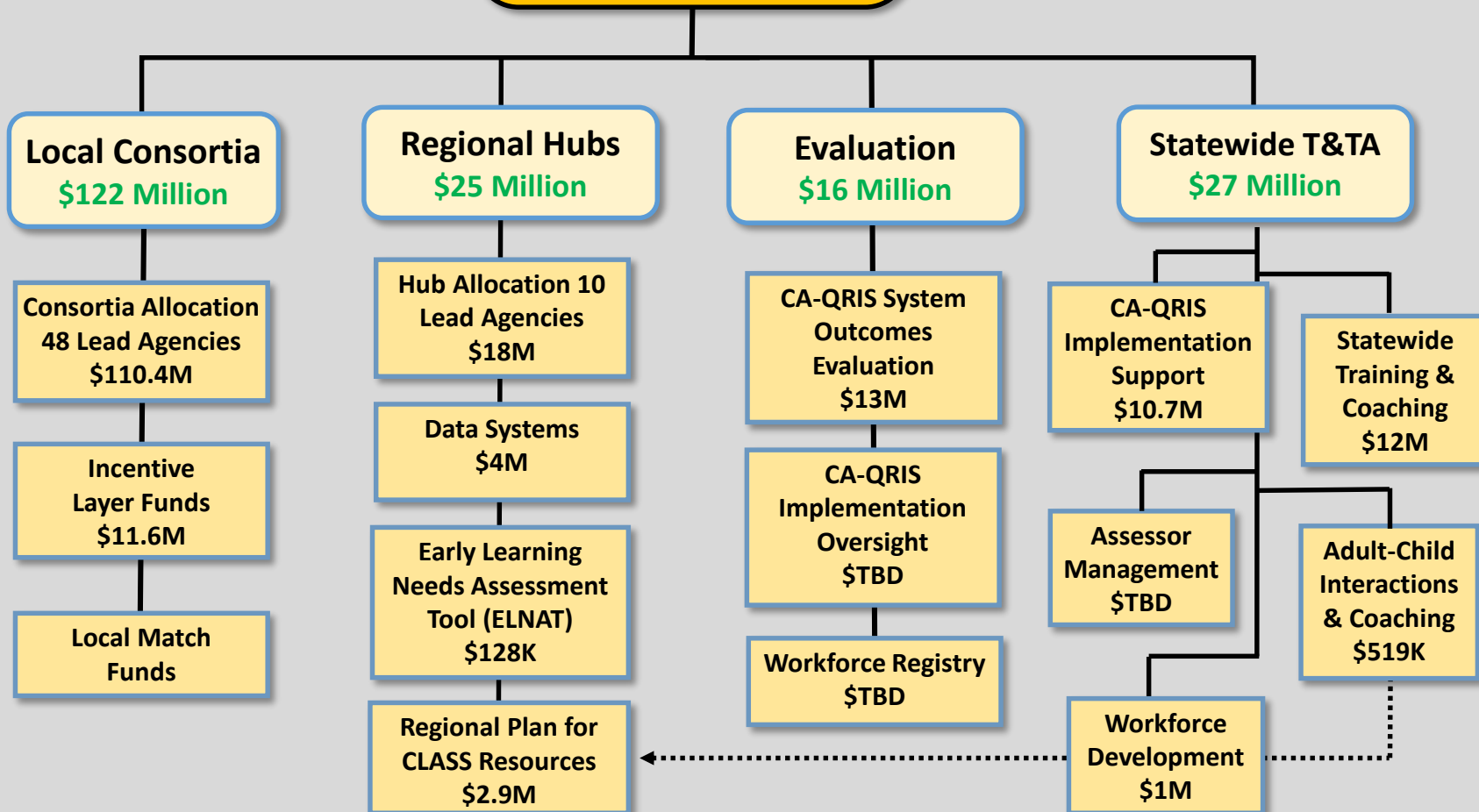**CA Department of Education**

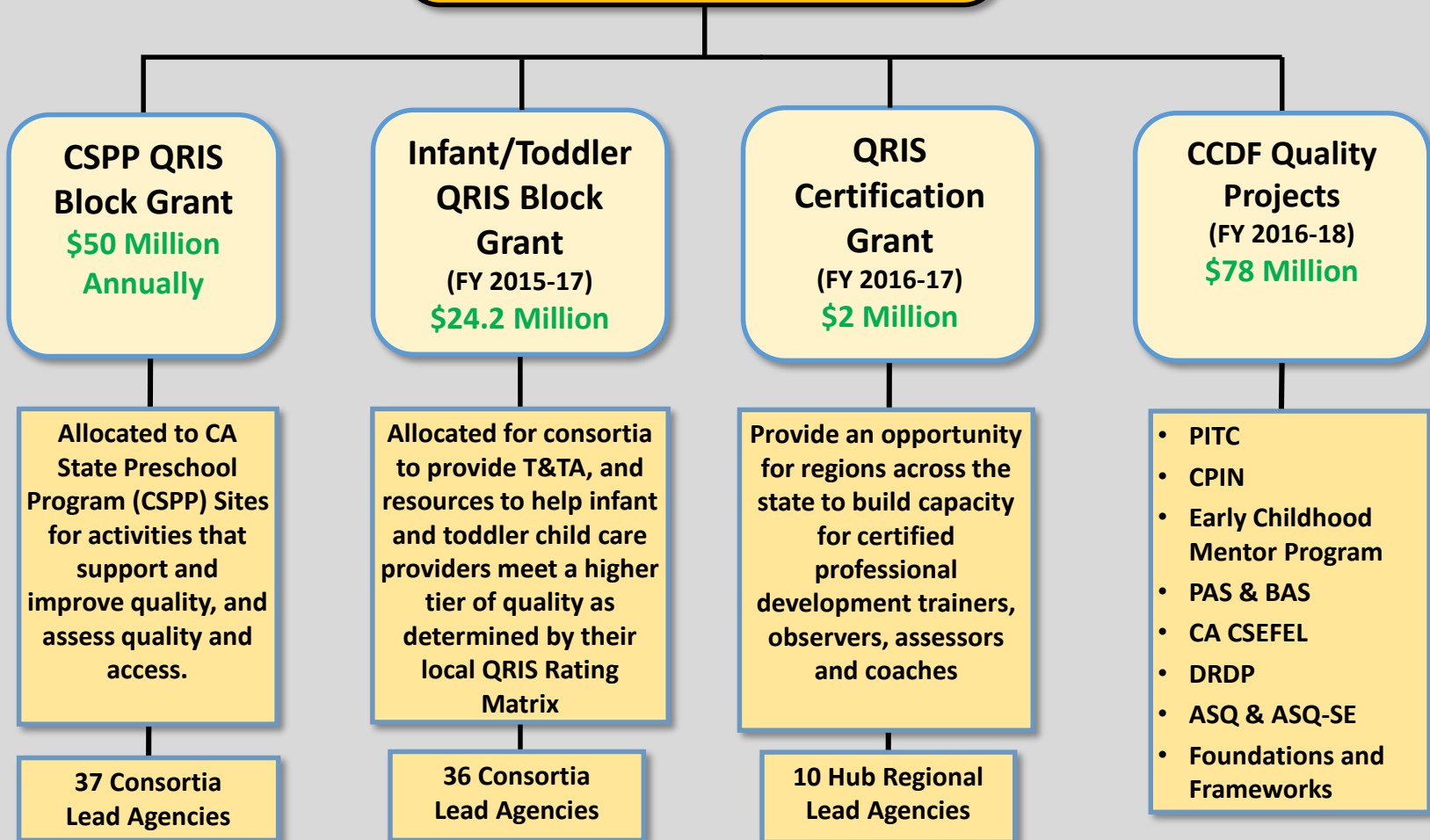**First 5 IMPACT**

Funding

Funding

QRIS Block Grants

First 5 IMPACT $190 Million + Agency In-Kind (FY 2015–2020)

First 5 IMPACT funding is allocated to support a network of local quality improvement systems (Consortia) to better coordinate, assess, and improve the quality of early learning settings across California

Local Consortia $122 Million
- Consortia Allocation 48 Lead Agencies $110.4M
- Incentive Layer Funds $11.6M
- Local Match Funds

Regional Hubs $25 Million
- Hub Allocation 10 Lead Agencies $18M
- Data Systems $4M
- Early Learning Needs Assessment Tool (ELNAT) $128K
- Regional Plan for CLASS Resources $2.9M

Evaluation $16 Million
- CA-QRIS System Outcomes Evaluation $13M
- CA-QRIS Implementation Oversight $TBD
- Workforce Registry $TBD

Statewide T&TA $27 Million
- CA-QRIS Implementation Support $10.7M
- Statewide Training & Coaching $12M
- Assessor Management $TBD
- Adult-Child Interactions & Coaching $519K
- Workforce Development $1M

California Department of Education

CSPP QRIS Block Grant
$50 Million Annually

Infant/Toddler QRIS Block Grant
(FY 2015-17)
$24.2 Million

QRIS Certification Grant
(FY 2016-17)
$2 Million

CCDF Quality Projects
(FY 2016-18)
$78 Million

Allocated to CA State Preschool Program (CSPP) Sites for activities that support and improve quality, and assess quality and access.

Allocated for consortia to provide T&TA, and resources to help infant and toddler child care providers meet a higher tier of quality as determined by their local QRIS Rating Matrix

Provide an opportunity for regions across the state to build capacity for certified professional development trainers, observers, assessors and coaches

- PITC
- CPIN
- Early Childhood Mentor Program
- PAS & BAS
- CA CSEFEL
- DRDP
- ASQ & ASQ-SE
- Foundations and Frameworks

37 Consortia Lead Agencies

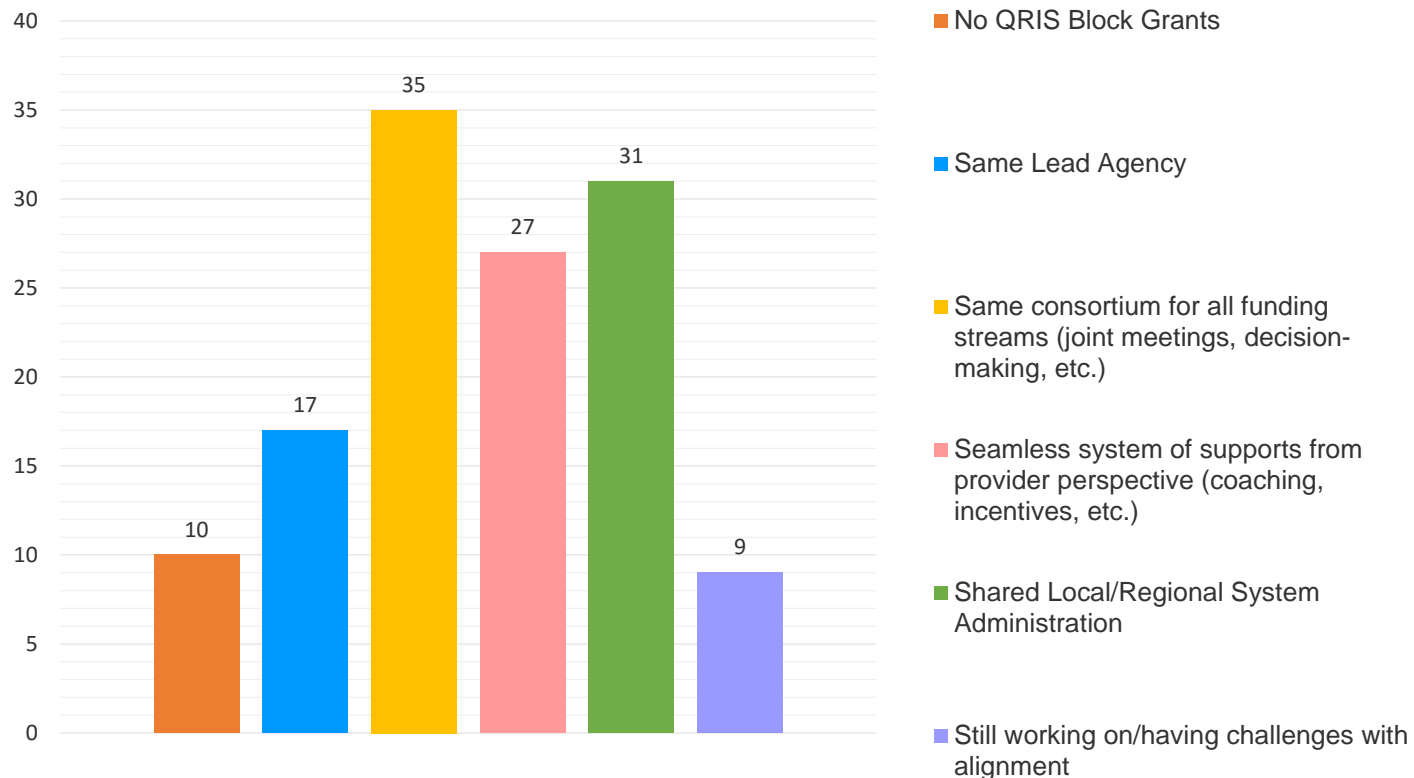36 Consortia Lead Agencies

10 Hub Regional Lead Agencies

Local System Work

Move to **one** QIS by focusing on local system development:

- Shared governance

- CQI umbrella

- Seamless system for providers

Local System Work

Alignment and Coordination Between IMPACT and QRIS Block Grants

Legend:
- No QRIS Block Grants
- Same Lead Agency
- Same consortium for all funding streams (joint meetings, decision-making, etc.)
- Seamless system of supports from provider perspective (coaching, incentives, etc.)
- Shared Local/Regional System Administration
- Still working on/having challenges with alignment

Values: 10, 17, 35, 27, 31, 9

Refresher: Workgroup Purpose

Roles & Responsibilities of Workgroups:

- Delve deeply into QRIS topics related to areas of responsibility designated in statute and areas of statewide interest

- Develop proposed options to bring to the CA-QRIS Consortium for vote and adoption

- **The options must be viable for statewide implementation by all consortia – think big picture!**

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Communications Workgroup Update

Purpose

The Communications workgroup will develop messaging about quality and QRIS that is consistent across consortia. Communications strategies will be tailored to a variety of audiences including parents and families, early learning providers, legislators, the business community, and the general public. This group will be supported by expert consultation and national experts on QRIS communications.

Communications Workgroup Update

Where We Started...

- Initiated contract using RTT-ELC Funds to develop a statewide QRIS branding strategy, including names, taglines, logos, and framework for a website (July – September 2016)

- Initial QRIS branding options shared during the first CA-QRIS Communications Workgroup Meeting and CA-QRIS Consortium Meeting (October 2016)

- QRIS branding options disseminated to local QRIS consortia and partners for their input and feedback (November – December 2016)

- CA-QRIS Communications Workgroup met again to draft additional options for QRIS names, taglines, and logos (January 2017)

Communications Workgroup Update

Where We Are Going…

- Facilitate parent/provider focus groups in Hub regions throughout the state to gain feedback on QRIS branding options developed from the CA-QRIS Communications Workgroup (March 2017)

- Facilitate legislative staff focus group to explore which QRIS branding options resonate best (March 2017)

- Solicit county/regional QRIS information for local profiles to eventually be uploaded to the statewide QRIS website (March 2017)

- Hold CA-QRIS Communications Workgroup Meeting to discuss results from the focus groups and draft voting recommendations (April 2017)

- Bring updated recommendations back to the CA-QRIS Consortium for a vote (TBD)

- Finalize framework for statewide QRIS website and make "live" (TBD)

Communications Workgroup Update

Branding Options from the January 2017 CA-QRIS Communications Workgroup Meeting:

Names

- California: Raising Quality Together
- Quality Start California
- Quality Matters California
- Quality Counts California
- Quality Care California

Note: the development of additional logos continue to evolve and will be shared with the Consortium at a later date.

Taglines

- Children, our future. Excellence, our goal.
- Building excellence in early learning and care
- Excellence for children in early learning and care
- Excellence in early learning and care
- Quality care and learning for all young children
- Raising the quality of early learning and care for all children
- Raising the quality of child care together
- California's quality improvement system for child care and early learning settings

Implementation Guide Activity

Poll Time!!

Please give us your top three (3) names and taglines from the previous slide in ranking order (i.e., #1 – 3)

CQI Pathways Workgroup

- Representatives from all 10 regions and additional stakeholder groups

- One member and facilitator from previous Pathways workgroup

- Four meetings since October 2016 (in-person and virtual)

- Reviewed and discussed previous group's work

Accomplishments

- Updated Core Tools & Resources

  - o Now includes: Updated PARS information and CDE's publication, *Family Engagement and Culture*

- Have begun development of CQI Pathways Continuum using past work as reference

Purpose of CQI Pathways Continuum

- Resource for CA-QRIS Professional Development and Technical Assistance providers (i.e. coaches, administrators, etc.)

- Guide for Quality Improvement Plan development in alignment with the Rating Matrix

- Guide coaching at 'zone of proximal development'

- Opportunity for consistency across QRIS programs

Guiding Principles

- Drafted two options of CQI Pathways Continuum using the following guiding principles:

  o Four levels of continuum based on Bloom's Taxonomy

  o Aligned with ECE Competencies and California Standards for the Teaching Profession (CSTP's)

  o Designed for PD and TA Professionals

  o More user-friendly QRIS participant/provider version to possibly be created later

Four Continuum Levels

1. Emerging

2. Exploring

3. Applying

4. Integrating

(Considering a fifth level- Innovating)

Option #1

DRAFT #1- CQI Pathways Continuum Definitions by Pathway

CORE I: CHILD DEVELOPMENT & SCHOOL READINESS			
1. **PATHWAY: Child Observation and Assessment** – All children receive individualized instruction and support for optimal learning and development informed by child observation and assessment data.			
Related Matrix Element(s) – Child Observation and Assessment			
Emerging	**Exploring**	**Applying**	**Integrating**
Definition of Pathways			
• Recognizes the importance of developmentally appropriate practices. • Develops understanding of required observational and developmental assessments • Utilizes available curriculum and resources when planning lessons.	• Expands knowledge of related elements of effective learning, developmental expectations, observational assessments, and content of developmental domains. • Explores the use of different types of observation and documentation strategies to expand understanding of each child's learning needs and to support daily/weekly planning. • Utilizes expanded understanding of curriculum, related materials, resources and the assessment(s) when planning lessons to teach the curriculum and support children's understanding and engagement.	• Demonstrates the ability to make connections between elements of effective instruction, learning goals, and assessments. • Utilizes a variety of observations, assessments, and family input to guide planning.	• Articulates and integrates extensive knowledge of the curriculum, developmental domains, effective instructional practices, assessments and supplemental resources to enhance and deepen children's development, engagement and persistence in learning.
CA-QRIS-Approved Training and Activity Options			
Higher Education Coursework (guiding verbs from CSTP's)			

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Option #2

DRAFT #2- CQI Pathways Continuum Definitions by Core

CORE I: CHILD DEVELOPMENT & SCHOOL READINESS			
1. **PATHWAY: Child Observation and Assessment** – All children receive individualized instruction and support for optimal learning and development informed by child observation and assessment data. **2a. PATHWAY: Social-Emotional Development** – Children receive support to develop healthy social and emotional concepts, skills, and strategies. **2b. PATHWAY: Health, Nutrition, and Physical Activity** – Children receive support for optimal physical development including health, nutrition, and physical activity.			
Related Matrix Element(s) – Child Observation and Assessment and Developmental and Health Screenings			

Emerging	Exploring	Applying	Integrating
Definition of Pathways - This is a simplified version with a definition for CORE I. The discrete details that might be useful to coaches and to ECE professionals to determine the professional learning needs of individuals is not as clear as in the Draft 2 version. This version, in addressing a general definition also lacks specificity that might later help the Pathways Workgroup members in determining the levels of the available and approved trainings, workshops etc. However, this draft does represent a user-friendly document.			
• Recognizes the importance of developmentally appropriate practices. • Develops understanding of required observational and developmental assessments while utilizing available curriculum and resources when planning lessons. • Recognizes the importance of developing social emotional skills in every child and establishing positive relationships with families. • Recognizes the importance of optimal physical development, including health, nutrition and physical activity.	• Expands knowledge of related elements of effective learning, developmental expectations, observational assessments, and content of developmental domains. • Explores the use of different types of observation and documentation strategies to expand understanding of each child's learning needs and to support daily/weekly planning. • Utilizes expanded understanding of curriculum, related materials, resources and the assessment(s) when planning lessons to teach the	• Demonstrates the ability to make connections between elements of effective instruction, learning goals, and assessments. • Utilizes a variety of observations, assessments, and family input to guide planning. • Plans differentiated instruction to improve student learning development, engagement and persistence by encompassing a variety of instructional practices, learning experiences, and supplemental resources and materials.	• Articulates and integrates extensive knowledge of the curriculum, developmental domains, effective instructional practices, assessments and supplemental resources to enhance and deepen children's development, engagement and persistence in learning. • Develops, adapts, and integrates observations and assessment data into planning learning activities and teaching interactions that provides ongoing data to differentiate instruction. • Provides a respectful learning environment that supports and challenges all children through

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Discussion

- At your tables, please discuss and record Pros and Cons for each option.

- Each table will share out one Pro and one Con for each option.

Consortia Input

Four possible options to consider moving forward:

1. Continue drafting definitions for Option #1 only
2. Continue drafting definitions for Option #2 only
3. Continue drafting definitions for BOTH Options #1 and #2 for review in September
4. Other

Vote now using electronic polling system. If voting "Other", please write down ideas on note cards on table.

CQI Pathways Workgroup Next Steps

- In-Person meeting in April

- Continue work on CQI Pathways Continuum framework as previously decided

- Coordinate with Rating Matrix workgroup

- Explore additional pathways: Inclusion (Special Needs and DLL) and Family Engagement

Networking Lunch

- **Food trucks available outside in the parking lot.**

- **Other lunch options are available within a mile radius.**

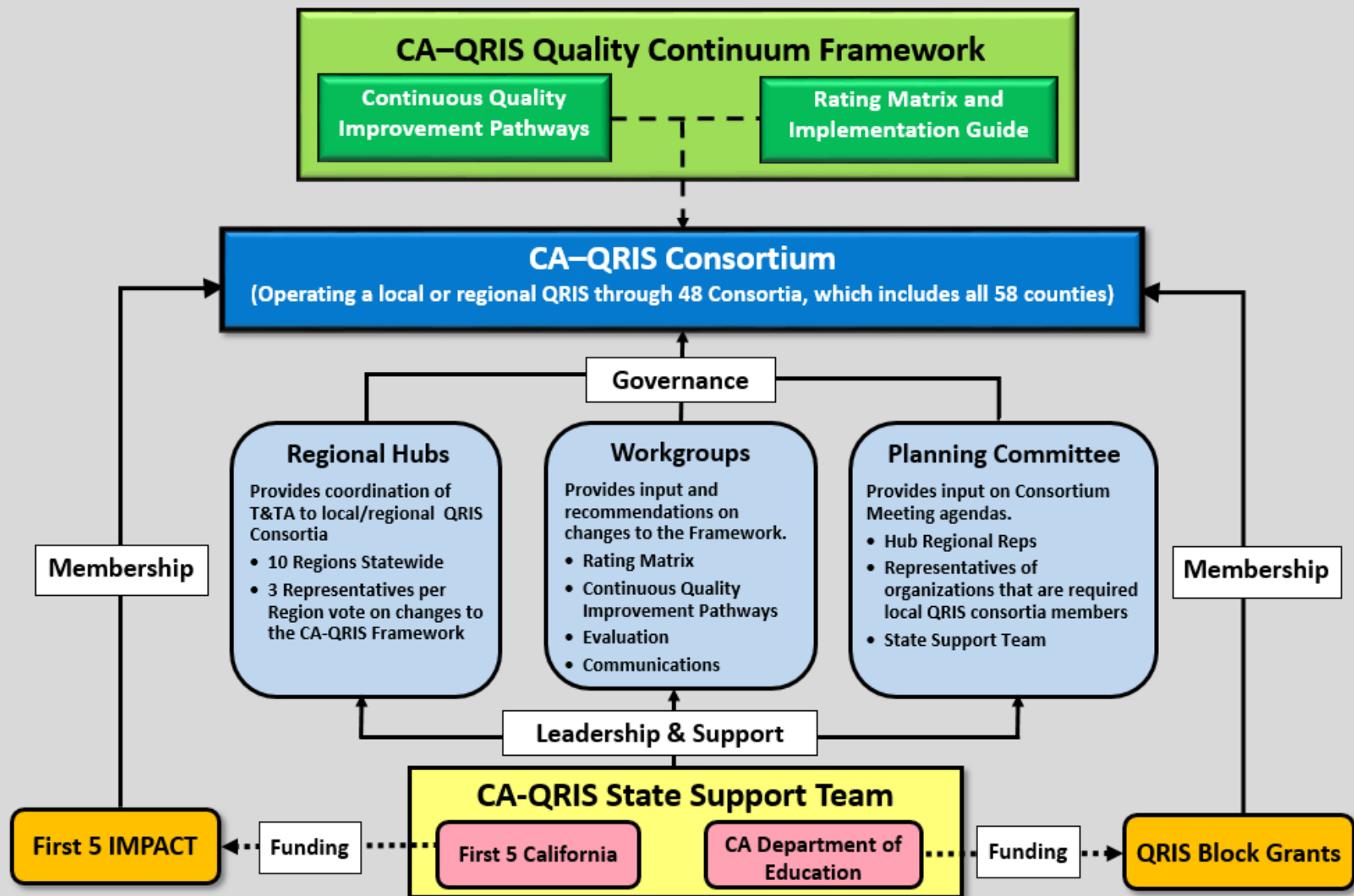# Evaluation Plan

Multi-Level, Multi-Stage Evaluation:

- California QRIS landscape (*Coffman Framework*)
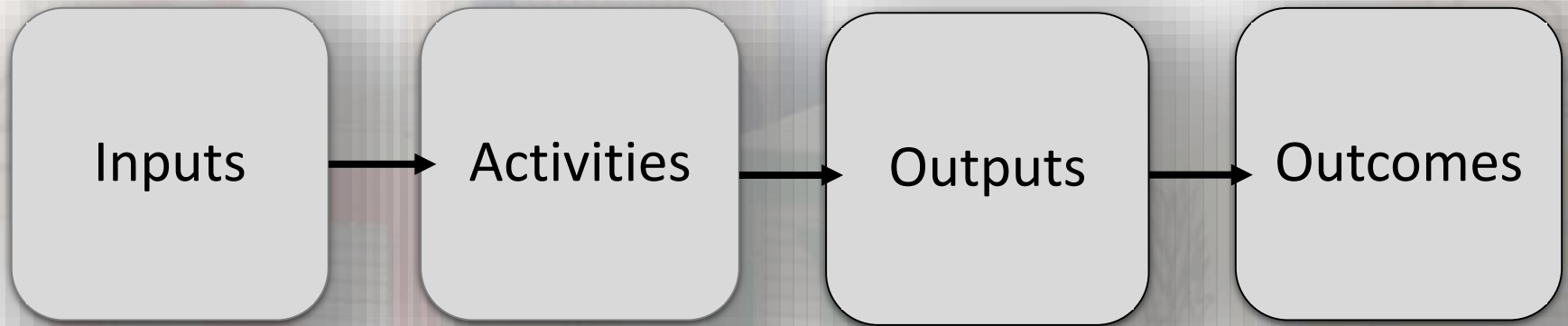- Implementation
- Outcomes

CONTEXT > COMPONENTS > CONNECTIONS > INFRASTRUCTURE > SCALE

California Quality Rating and Improvement System (CA–QRIS):
Raising the Quality Of Early Learning and Care For All Children!

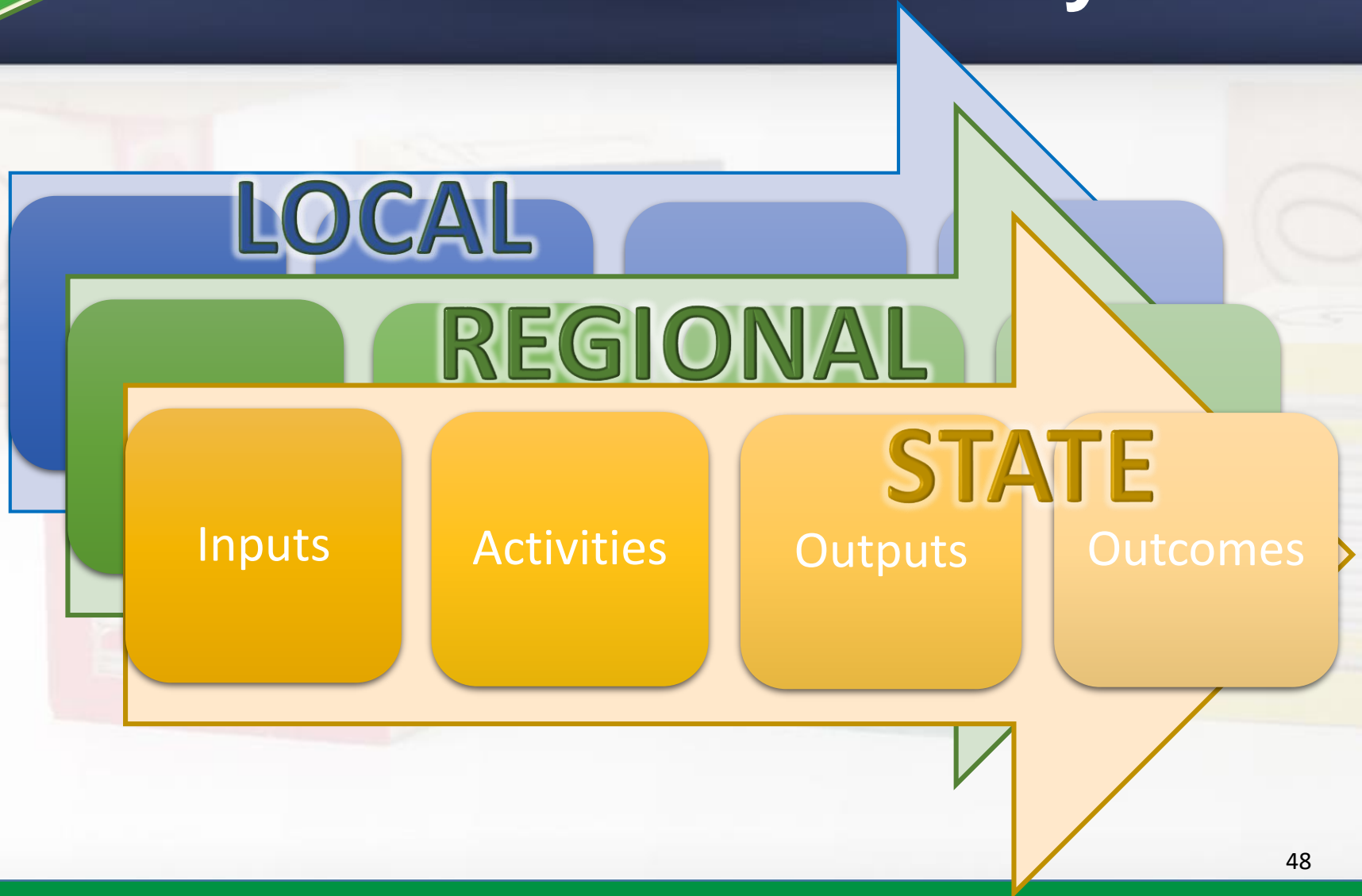**CA–QRIS Quality Continuum Framework**

Continuous Quality Improvement Pathways

Rating Matrix and Implementation Guide

CA–QRIS Consortium
(Operating a local or regional QRIS through 48 Consortia, which includes all 58 counties)

Governance

Regional Hubs
Provides coordination of T&TA to local/regional QRIS Consortia
- 10 Regions Statewide
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Workgroups
Provides input and recommendations on changes to the Framework.
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Planning Committee
Provides input on Consortium Meeting agendas.
- Hub Regional Reps
- Representatives of organizations that are required local QRIS consortia members
- State Support Team

Membership

Membership

Leadership & Support

CA-QRIS State Support Team

First 5 California

CA Department of Education

First 5 IMPACT

Funding

Funding

QRIS Block Grants

Traditional Evaluation

Inputs → Activities → Outputs → Outcomes

Three Levels of Study

LOCAL

REGIONAL

STATE

| Inputs | Activities | Outputs | Outcomes |

Multiple Sources of Data

Common Data File

Consortia APR

Other

Hub APR

External Evaluation

Partner Survey

LOCAL

REGIONAL

STATE

Inputs

Activities

Outputs

Outcomes

Landscape First

CA-QRIS

LOCAL
REGIONAL
STATE
Inputs | Activities | Outputs | Outcomes

State Implementation

Inputs → Activities → Outputs → Outcomes

Inputs
- Funding
- Leadership and Support

Activities
- Convene Consortia meetings
- Facilitate work groups
- Align state funding
- Conduct evaluation

Outputs
- Common QRIS message
- Interagency agreements
- Infrastructure for T&TA and rating
- Understanding of QRIS landscape before outcomes

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State Implementation

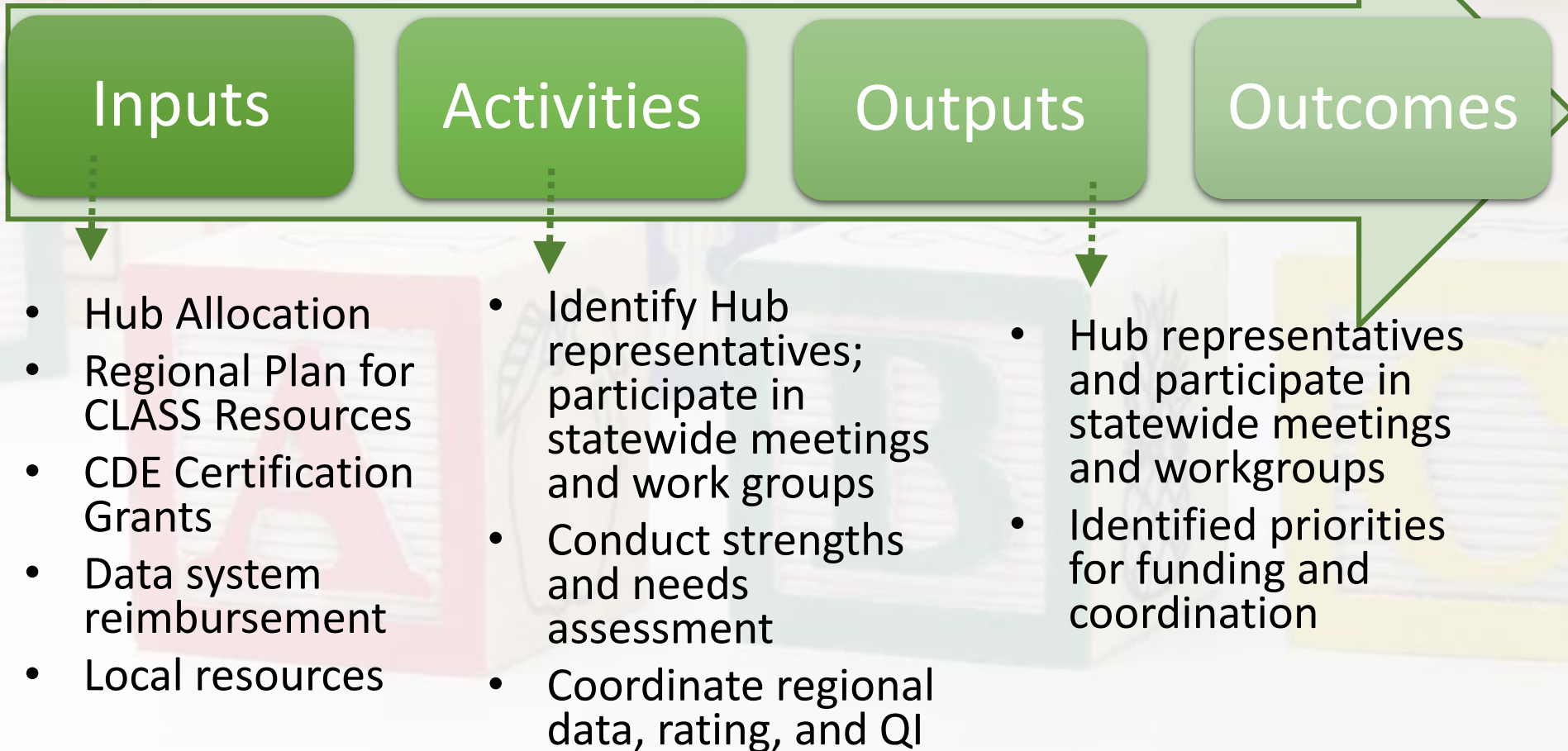| Inputs	Activities	Outputs	Outcomes

Potential Research Questions:

- What are the benefits and challenges of a state-level QRIS, administered through a local-control model?

- What are the relationships, roles, and responsibilities of local and state participants in this QRIS governance structure?

- To what extent have investments and political will for CA-QRIS grown since implementing this governance structure?

Regional Implementation

Inputs	Activities	Outputs	Outcomes

Inputs
- Hub Allocation
- Regional Plan for CLASS Resources
- CDE Certification Grants
- Data system reimbursement
- Local resources

Activities
- Identify Hub representatives; participate in statewide meetings and work groups
- Conduct strengths and needs assessment
- Coordinate regional data, rating, and QI

Outcomes
- Hub representatives and participate in statewide meetings and workgroups
- Identified priorities for funding and coordination

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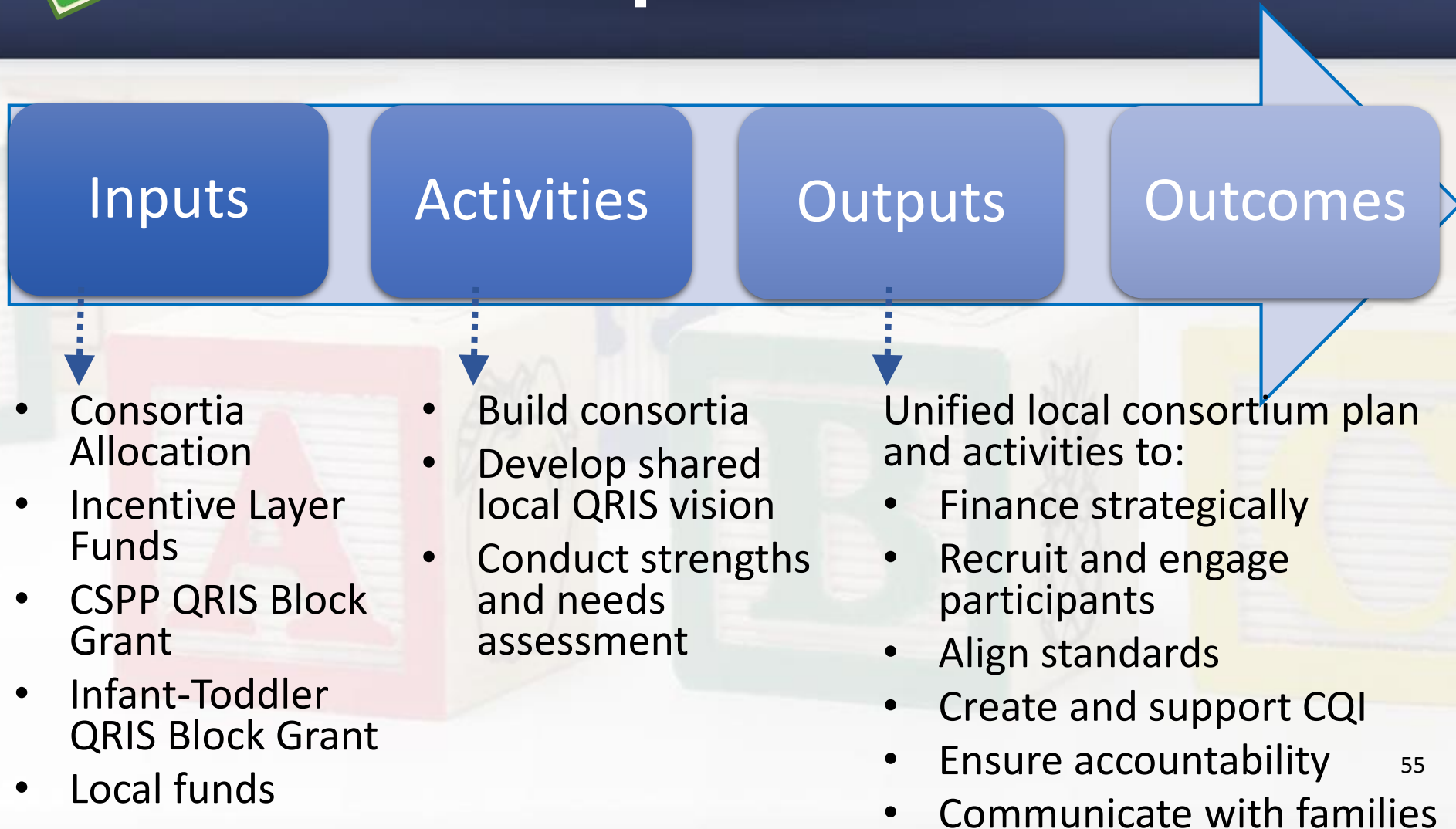# Regional Implementation

| Inputs | Activities | Outputs | Outcomes |

Potential Research Questions:

- How does the Hub promote shared understanding of the purpose and objectives of QRIS?

- What are Hub partners experiences with coordination, communication, and collaboration?

- How do Hub partners characterize the most important regional efficiencies that support local QRIS implementation?

- How do Hubs use data to improve regional implementation?

Local Implementation

Inputs	Activities	Outputs	Outcomes

Inputs

- Consortia Allocation
- Incentive Layer Funds
- CSPP QRIS Block Grant
- Infant-Toddler QRIS Block Grant
- Local funds

Activities

- Build consortia
- Develop shared local QRIS vision
- Conduct strengths and needs assessment

Outputs / Outcomes

Unified local consortium plan and activities to:

- Finance strategically
- Recruit and engage participants
- Align standards
- Create and support CQI
- Ensure accountability
- Communicate with families

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Local Implementation

| Inputs | Activities | Outputs | Outcomes |

Potential Research Questions:

- How do consortia use CA-QRIS as an organizing frame for their early learning quality improvement efforts?

- What are the characteristics of participating early learning settings (location, type, quality rating, CQI activities, enrolled children and families, etc)?

- What are strengths and barriers in developing a local QRIS system (e.g., systems functions)? Do partners experience participation in consortia differently?

- How do consortia coordinate QI activities, carry out rating, and ensure fidelity to tools and instruments?

Landscape First

CA-QRIS

Outcomes and Impact Next

CA-QRIS

External Evaluator

Outcomes and Impacts

Potential Research Questions:

- To what extent do families who are knowledgeable about early childhood quality select an early learning setting with a higher CA-QRIS rating?

- What level of quality, measured by the CA-QRIS Rating Matrix, is associated with improved child outcomes (e.g., school readiness upon kindergarten entry and proficiency on 3rd grade reading and math tests)?

- What types and dosages of PD are most effective in improving teacher practice?

Evaluation Workgroup

Since we last met:

- Three web-based meetings, with two additional sub-group meetings

- Reviewed Common Data File materials and provided feedback

- Proposed the development of a common data collection tool for county use

Data Sources and Timing

Data Source	Who Will Report	When
CA-QRIS Common Data File	IMPACT and Block Grant Lead Agencies	Annually in September
Annual Performance Report for Counties	IMPACT and Block Grant Lead Agencies	Annually in September
Annual Performance Report for Hubs	Hub Fiscal Lead Agencies	Annually in Fall
Partner Survey	IMPACT and Block Grant Lead Agencies, other partners	Annually in Fall
Independent Evaluation	Evaluation Contractor	RFP to be released Spring 2017
Other Surveys, Interviews, etc.	State Team, WestEd, and other partners	TBD

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CA-QRIS Common Data File

Common Data File content finalized:

- Data important for IMPACT and Block Grant accountability, data system reimbursement, incentive layer eligibility, legislative reporting, etc.

- Balancing act: state-level accountability versus local data burden

CA-QRIS Common Data File

Common Data File Validation Process:

- Establishing rules to determine the completeness of site records

- Feedback from workgroup representatives

- State support for communication with data system vendors

Input from Evaluation Workgroup

Next Steps:

- Mapping research questions to the tools

- Establishing Common Data File validation rules

- Developing a Common Data File summary

- Developing Content for:
  - ➢ APRs for Consortia and Hubs
  - ➢ Partner Survey
  - ➢ Scope of work for the external evaluation RFP

Partner Survey

Purpose:

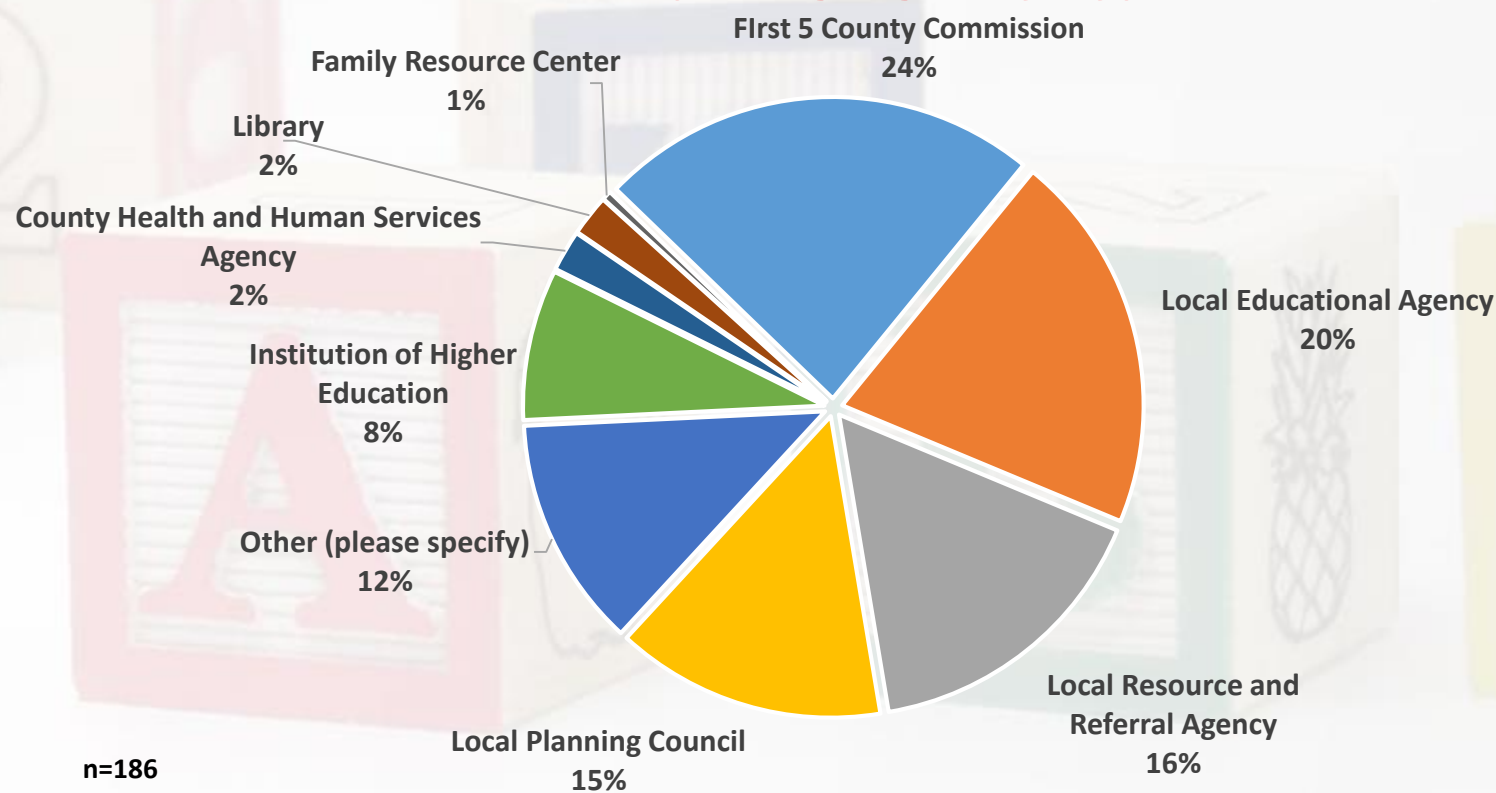- To better understand the partner experience working with other agencies in their county and region to implement a local QRIS

Themes:

- Communication and collaboration experiences
- Role in local consortium
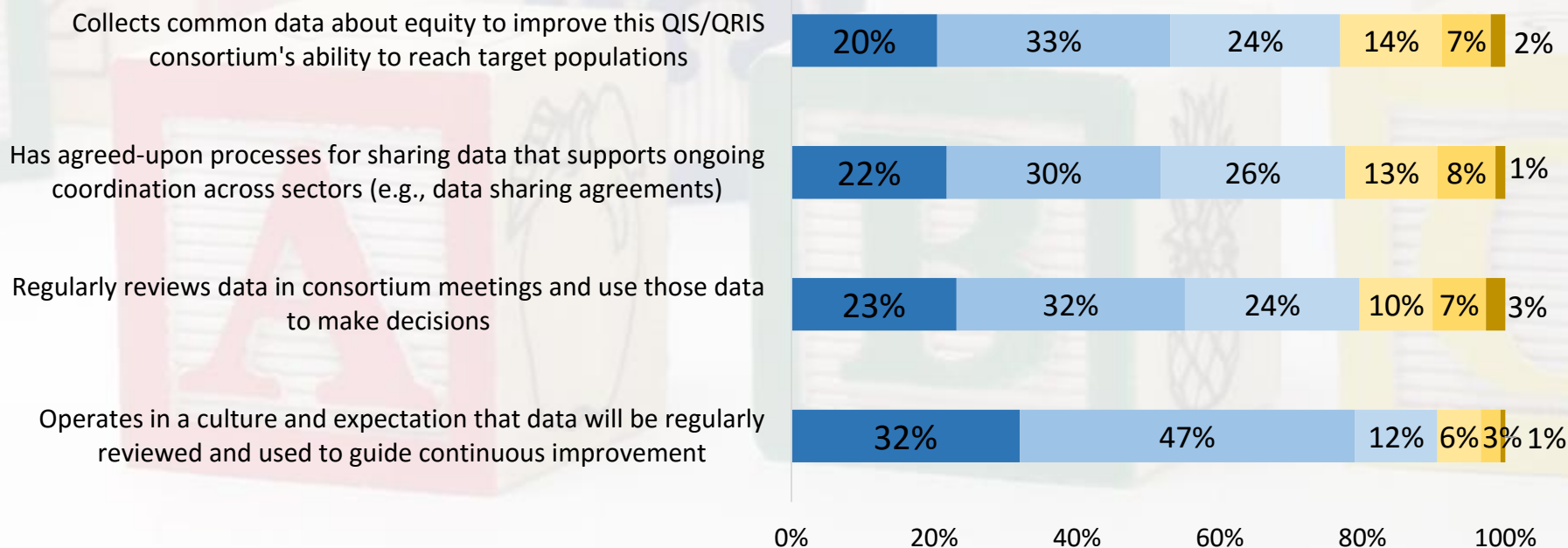- Successes and challenges

Partner Survey (Example Data)

Participating Agency Types

- First 5 County Commission — 24%
- Family Resource Center — 1%
- Library — 2%
- County Health and Human Services Agency — 2%
- Institution of Higher Education — 8%
- Other (please specify) — 12%
- Local Planning Council — 15%
- Local Resource and Referral Agency — 16%
- Local Educational Agency — 20%

n=186

Partner Survey (Example Data)

To what extent does your local QIS/QRIS consortium uses data for accountability and improvement?

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Collects common data about equity to improve this QIS/QRIS consortium's ability to reach target populations	20%	33%	24%	14%	7%	2%
Has agreed-upon processes for sharing data that supports ongoing coordination across sectors (e.g., data sharing agreements)	22%	30%	26%	13%	8%	1%
Regularly reviews data in consortium meetings and use those data to make decisions	23%	32%	24%	10%	7%	3%
Operates in a culture and expectation that data will be regularly reviewed and used to guide continuous improvement	32%	47%	12%	6%	3%	1%

n=147

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

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Partner Survey

Summary of Completed Responses by Region:

- Three Regions: Over 80 percent

- Four Regions: About 50 percent

- Three Regions: Less than 40 percent

Evaluation Thinking…

Outcomes:

- System functioning (statewide, regionally, locally)
- Infrastructure (governance, QI, ratings, data systems)
- Impact to programs, children, families

What questions should an evaluator ask to best understand your local model?

What do you want to know about what your local consortia peers are implementing?

History of the CA-QRIS Rating Matrix

Throwback Thursday

- One Continuous Journey

- From common tools and resources to common point values across elements

- Elements: Finding the "few and the powerful"

- Implementation Guide: Making it work "well"

- Changes along the way

Rating Matrix Workgroup: Path to a Revised Matrix

First Steps:

- Creation of a Charter
  o Scope, values, and guiding questions

- Background – existing research (December webinar)

- Examining the current Rating Matrix for possible changes

- Identifying items to be addressed in the Implementation Guide

Now what?

Next Steps:

- Bucket possible revisions into two categories:
  - Short-term changes and/or clarifications over the next 18 months
  - Long-term areas to explore (e.g., new elements)

- Gather existing research-base on possible revisions to narrow the scope

- Thoroughly examine and discuss possible revisions – what is doable in California?

- Bring possibilities before the Consortium for a vote over the next year

Updated Rating Matrix

ELEMENT	1 POINT	2 POINTS	3 POINTS	4 POINTS	5 POINTS
				▪ Engaged Support for Learning – 3.5 **Infant** ▪ Responsive Caregiving (RC) – 5.0	
COR III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	☐ **Center:** Title 22 Regulations **Infant** Ratio of 1:4 **Toddler Option** Ratio of 1:6 **Preschool** Ratio of 1:12 ☐ **FCCH:** Title 22 Regulations (excluded from point values in ratio and group size)	☐ Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	☐ Center - Ratio: Group Size Infant/Toddler– 3:12 Toddler – 2:12 Preschool– 2:24	☐ Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	☐ Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	☐ Not Required	☐ Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	☐ Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education
7. Director Qualifications (Centers Only)	☐ 12 units ECE/CD+ 3 units management/ administration	☐ 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration **OR** Master Teacher Permit	☐ Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision **OR** Site Supervisor Permit **AND** ☐ 21 hours PD annually	☐ Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration **OR** Program Director Permit **AND** ☐ 21 hours PD annually	☐ Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, **OR** Administrative Credential **AND** ☐ 21 hours PD annually
TOTAL POINT RANGES					
Program Type	**Common-Tier 1**	**Local-Tier 2³**	**Common-Tier 3**	**Common-Tier 4**	**Local-Tier 5⁴**
Centers 7 Elements for 35 points	**Blocked (7 points)** – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
FCCHs 5 Elements for 25 points	**Blocked (5 points)** – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above

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Rating Matrix Activity

Pop Quiz!!

Implementation Guide

- Need for statewide clarification and consistency

- Technical assistance

- Activity – test your knowledge!

Implementation Guide Activity

Pop Quiz!!

Closing Comments and Adjourn

CA-QRIS Consortium Webpage:
http://www.ccfc.ca.gov/programs/programs_ca-qris.html

Please visit the CA-QRIS webpage for the following information:

- Upcoming Consortium Meeting Information (e.g., dates, times, locations, etc.)
- Consortium Meeting Agendas
- Consortium Meeting Highlights
- CA-QRIS Workgroup Meeting Information
- CA-QRIS Resources (Rating Matrix, CQI Pathways, Implementation Guide, Common Data File, etc.)